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ABSTRACT

This volume, written by teachers for teachers, parents and administrators, presents an insightful, correlative view of the emotional needs of both the teachers and their students. Frontmatter includes: "Planning to Become a Teacher?" and "Needs of Children and Their Teachers." Papers included are: (1) "On the Teaching of Teachers" (C. A. Bonilla); (2) "Gone to College" (J. L. Goss); (3) "Sense and Sensibility: Teachers Helping Teachers" (J. Brickner, M. Jones, J. Spindler, D. Patzer); (4) "Perfectionism: Perfect Teacher - Perfect Student" (M. Danner, S. A. Grundstrom, T. Humphrey, M. Standridge); (5) "Who Pulled the Rug from Under the Teachers?" (C. L. Bond, H. Ramos, T. Shepherd, S. M. Walsh); (6) "Pump up the Volume: Tuning into the Needs of a Substitute" (V. Sapenter-Nath, A. D. Nielson, A. T. Tate, C. Weese, R. Wilson); (7) "When a Family is Shattered to Pieces: Torn Apart by Divorce" (G. Conklin, B. Kamps, K. Lopez, C. Wright, C. McAlister); (8) "Nippin' Hostility in the Bud: Empowering All" (B. Jones, R. Nakanishi, L. Brockney-Abbot, H. Dillon); (9) "GATE Kids: Emotionally...Which Side of the Fence Are They On?" (C. Franco, E. Myers, M. Parsons, N. Sherwood); (10) "Communication Apprehension: How to Break the Silence" (S. Angeline, K. Kelley, P. Lundell-Real, C. Manthey); "ODD KidZ: Do You Have One in Your Classroom?" (C. Frasier, S. Gabbard, C. Haynie, T. Ledesma); and "The Street Sweeper and the Philosopher" (K. Bigran). (EMK)

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Katherine Lauderdale, B.A., Jerry Roberson, B.A., and Carlos A. Bonilla, Ph.D.
Editors

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Tending to the Emotional Needs of Teachers and Children

Tricks of the Trade

Editors

Katherine L. Lauderdale, B.A.
Jerry L. Roberson, B.A.
and
Carlos A. Bonilla, Ph.D.

Cover Illustration

Patti Mclean

Tending to the Emotional Needs of Teachers and Children: Tricks of the Trade

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Planning to Become a Teacher?

Learn about the perils and joy of managing the K-12 classroom.

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- ✧ **Bullies and Hostility**
- ✧ **Perfectionism**
- ✧ **Torn By Divorce**
- ✧ **Substitute Teachers**
- ✧ **Gifted and Talented Children**
- ✧ **The Silent Child**
- ✧ **The Oppositional Defiant Child**
- ✧ **Teacher Burnout**

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Foreword

Why, you the reader may ask, publish yet another book about the emotional needs of anyone? And why zero in on those of teachers and their students? Well, let me tell you a story.

A math teacher in the Denver public schools by the name of Steve Coddington, a former engineer, described his experience recently.

"Half of my ninth graders turn in 'gibberish' and fail; why do they turn in stuff like this?" He asked other teachers. His answer came soon enough, the next day in fact, when one of his students, a girl, showed up late to class for the tenth time. She stood in the hall crying while he listened:

> "I'm really trying, but my mom just got out of jail and I am living with someone who molested my sister and I am trying to get out of that situation," she told him.

"I just fell apart," said Steve. So, I guess we can say math and emotional problems don't mix or, better yet, learning and emotional problems, don't mix!

The problems of students affect the emotional well-being of their teachers; unfortunately, little attention is ever paid to the psychological stresses to which teachers are exposed on a day-to-day basis.

This publication, written by teachers for teachers, parents and administrators, presents an insightful, correlative view of the emotional needs of both the teachers and their students.

Carlos A. Bonilla

Editor

Contributors

The Editors:

Katherine Lynn Lauderdale is in pursuit of a doctorate in Clinical Psychology. She is self-employed as a consultant for accounting and computer software, and tutors college students in various classes. She resides in Stockton, California. *

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Carlos A. Bonilla is a molecular biologist and human geneticist who has published extensively in the fields of toxicology, pharmacology, and education. A former National Heart and Lung Institute (NIH-Cardiac Functions Branch) special fellow in Cardiovascular medicine, Dr. Bonilla has devoted much of his time during the past fifteen years as -a consultant, columnist and author-to the problems affecting K-12 students in general and Latino students in particular.

*Jerry and Kathie co-edited and had their work published in "Chaotic Conversation: A Foray into the Complex World of Communication", ICA Publishing, 1998.

The Guest:

Joyce L. Goss teaches first grade in the Lodi Unified School District; she has co-edited four books dealing with K-12 education issues and has authored several papers. The reasons and difficulties encountered in choosing teaching as her second career were featured in Sherri Eng's "Go-Getter" career section of The San José Mercury News, December 31, 1997.

Contributors

The Illustrators

Cover Illustrator:

Patti McLean is a first grade teacher at Keyes School in Keyes, California (Stanislaus County). She enjoys art, reading and creating effective classroom and learning environments for her students. Patti's illustrative work appeared in "Chaotic Conversation: A Foray into the Complex World of Communication", ICA Publishing, 1998. She created our covers. The artwork on pages 18, 52 and 75 was also done by Patti.

Illustrators:

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Contributors

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Sense and Sensibility: Teachers Helping Students

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Julie Spindler graduated from St. Mary's College and is obtaining her credential from National University, Stockton, California. She teaches second grade at Knightsen Elementary School. She and her husband have three daughters. Julie is a published author, "Teaching To Ethnicity, Gender and Race: The Quest For Equality", 1997, which was recently reviewed in Multicultural Review.

The Perfectionist

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Sheila Grundstrom is currently teaching severely handicapped students in Turlock, California. She is a single mother of the "best little boy in the world", and a full-time student at National University. In her spare time she does volunteer work with the deaf and deaf/blind and loves to scuba dive.

Contributors

Trace Humphry is a substitute teacher and works with the Juvenile Hall system. She is working towards a teaching credential at National University. She looks forward to working with elementary students who are at risk.

Melissa Standridge amazingly juggles her career as a junior high teacher (Knightsen School in California) and mother of three small boys. Time not spent in her classroom, or shuttling her children to different activities, is often spent gardening or reading. She believes the greatest gift a teacher can give is confidence and support to each student.

Who Pulled The Rug From Under Teachers?

Candice Lee Bond received a B.A. from Alabama A & M University and her teacher credential at San Francisco State University. She is a member of ALPHA KAPPA ALPHA Sorority, Inc. Candice is employed by the Stockton Unified School District.

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Pump Up the Volume

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Contributors

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*Rebecca and Cindy's work has been published and appeared in "Da Teachin ov Reedin: Teachers' Critical View of California's New Reading Standards". ICA Publishing, 1997.

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Contributors

GATE Kids

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Communication Apprehension

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Kim Kelley is a Severely Emotionally Disturbed (SED) teacher at the elementary level in a private school. She coaches various sports at the secondary level and enjoys participating in them as well. Currently she is completing her Professional Clear Credential.

Pam Lundell-Real has been in the public school system for the past eleven years. She and her husband reside in a rural community raising their two sons in a farm setting while awaiting the birth of their third child. Pam is completing her Professional Clear Credential.

Contributors

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O.D.D. KidZ

Catherine A. Frasier received an undergraduate degree from San Jose State University and earned a California Teacher Children's Center permit while taking classes at San Joaquin Delta College. She has taught in private, in-home family, and California State funded pre-school for over ten years and hopes to teach Kindergarten in the future.

Sara Gabbard has a B.A. from Cal State University, Hayward. She is working on a multi-subject teaching credential and teaches at North Valley School, a non-public special education facility. Her goal is to earn a Learning Handicapped Credential and remain in the field of special education.

Chris Haynie received a B.S. from Cal State University, Fresno. After a ten year stint in business, he decided to change careers. Always interested in teaching, but persuaded to go into business instead, Chris now looks forward to his chosen second career in education.

Trina Melissa Ledesma has a B.S. in International Agriculture Development from University of California, Davis. She is pursuing a teaching credential in primary education and is employed as a kindergarten teacher at Taylor Elementary School in Stockton, California.

Contents

Planning to become a teacher? iii

Needs of Children and Their Teachers iv

Forward v

Contributors
- Editors and Guests vii
- Illustrators viii
- Authors ix

On The Teaching of Teachers
- Carlos A. Bonilla 1

Gone to College
- Joyce L. Goss 4

Sense and Sensibility: Teachers Helping Teachers
- Jill Brickner, Maryanne Jones, Julie Spindler and Don Patzer 6

Perfectionism: Perfect Teacher ⟷ Perfect Student
- Michelle Danner, Sheila Ann Grundstrom, Trace Humphrey, and Melissa Standridge 18

Who Pulled The Rug From Under the Teachers?
- Candice Lee Bond, Hugo Ramos, Tami Shepherd and Shawn Marie Walsh 31

Pump Up The Volume: Tuning into the needs of a substitute.
- Veena Sapenter-Nath, A. DyAnne Nielson, A. Tynesia Tate, Cindy Weese and Rebecca Wilson 41

When a Family is Shattered to Pieces: Torn Apart by Divorce
- Gigi Conklin , Brian Kamps, Kate Lopez, Cheri Wright and Christine McAlister 51

Contents

Nippin' Hostility in the Bud: Empowering All
Bennie Jones, Rochelle Nakanishi, Lisa Brockney-Abbot and Hedda Dillon 62

GATE Kids: Emotionally . . . Which Side of the Fence are They On?
Carlos Franco, Erich Myers, Michelle Parsons and Nancy Sherwood 75

Communication Apprehension: How to Break the Silence
Samantha Angeline, Kim Kelley, Pamela Lundell-Real and Candra Manthey 86

ODD KidZ: Do you have one in your classroom?
Cathy Frasier, Sarah Gabbard, Christopher Haynie and Trina M. Ledesma 97

The Street Sweeper and the Philosopher
Kahlil Gibran 105

On the teaching of teachers. . .

In November 14, 1990 USA Today's article "A call to shake up teacher training" Dennis Kelly reported on a five-year study by John Goodland which decried the low status of the profession: "We have treated teacher education shabbily for 150 years" leading to teachers poorly prepared to handle academic subjects or to tackle the problems of students' social ills. That, by the way, was said nearly a decade ago.

In 1995, a survey of six hundred experienced teachers described the education they have received as shabby psychobabble, mind numbing and "an abject waste of time."

A study exploring the attitudes of professors of education released by the Public Agenda Foundation late last year showed they believed content knowledge to be **unimportant** to high quality teaching and see the need for teachers to constantly update their skills to be most essential. Unfortunately, these same professors in general (81%) do not believe it is important to stress correct grammar and spelling or punctuation to their students but decry (75%) the fact that "too many education students have trouble writing essays free of mistakes in grammar and spelling."

Other findings: 63% believe education programs fail to prepare teachers effectively; however, 82% blame the media for casting a bad shadow on the teacher education establishment as being responsible for the problems facing public education.

Oh, the ambivalence of the teacher proletariat strikes again!!!

In training teachers (Today's Debate, USA Today 4/29/98) the onus of responsibility for the problems and failures of K-12 education is placed directly on the teachers. With so many adults now choosing the teaching profession as a second career and bringing extensive, and practical, life's experiences into the classroom a **RENAISSANCE AND MUCH NEEDED REFORM** in American education will take place. But, as a retired molecular biologist and medical research scientist who, by pure serendipity, has become an adjunct professor of teachers to be, my feeling is to improve K-12 schools, the manner in which teachers are trained must be changed.

Little relevance or concordance can be found between the course-work content in schools of education and the harsh realities encountered by teachers in today's public schools. Content is usually superficial, often impractical and thoroughly disconnected from real-life experience.

It is an unfortunate truism that, in California, Albert Einstein (science-math) Governor Peter Wilson (government) or Nobel Laureate Milton Friedman (economics) would not be allowed to teach in a public school before being subjected to the excruciating torture of largely useless courses required to become certificated, that is, credentialed. What a shameful waste of talent!!!

We constantly blame teachers for our failures in public education but it is high time our efforts are directed to real and affective reform of the institutions charged with the responsibility of their training.

I submit to you that teaching is an art and many of my students (teachers and student-teachers all) tell me the most valuable lessons they learned were not in the college classroom, but the classroom in which they first taught children. Those who participated in internships, or were shown the ropes by mentors, felt luckiest.

So, in conclusion, if teaching is indeed an art, let me toss this heretical question into the debate.

Do teachers really need licenses?

Carlos A. Bonilla

Gone To College
Back at 50

Yes, it is true, I've made a momentous decision to go back to college and become a teacher, a perilous, far-reaching decision that at my age, now nearing that ominous half-century mark, makes my friends and relatives go "ballistic," for now they are certain I have really gone off my rocker. Oh, not that they did not suspect if before: it is just that now those suspicions have been corroborated. But is going back to school at middle age as crazy as it appears? Is the answer a simple yes or no, or the more complicated probably?

One thing for sure: I am not the only middle age, menopausal, raging maniac choosing to forgo the security of a steady paycheck and a stable environment to embark on the tortuous path to a new career. The numbers are definitely on my side. Consider the recent findings published by the Institute for Higher Education Policy:

- The proportion of students over 40 is increasing dramatically in relation to the total enrollment in institutions of higher education (5.5% in 1970; 11.2% in 1993).
- Students 40 and older constitute 10% of all undergraduate, 22% of all graduate and 6% of all professional students.
- Workers over 40 have the greatest need for training in their current jobs; thus the increased enrollment in higher education courses.

Of course, you may ask, "Why did you choose teaching over a career in another field?" To which there is a simple answer: 'Cause before I kick the bucket, and heaven

only knows that day seems to be getting closer and closer every minute, my life should have contributed something valuable to the world, something besides my hard work in a routine, mundane and boring job, in exchange for the proverbial paycheck. Educating children in the ghetto and the barrio, is a perfect substitute.

Oh, don't you worry, teaching is hard work all right, but exciting, fulfilling, ever-changing and challenging work, not the 9 to 5 dull, stultifying, creativity-exterminating type to which I've become accustomed over the years. Maybe security, at least for me, is no longer what it was cut out to be when I was younger.

Carol Kleiman, a nationally syndicated columnist who writes about jobs and career, recently described the startling results of a survey of 962 college seniors who attended four-year colleges and universities nationwide. When presented with a checklist of 16 career choices, the majority (54%), of a total of 601 female students chose a career in the education field, this was followed by a much smaller group (33%) who opted for the health professions.

Why? Perhaps because in education the glass ceiling does not present as significant a barrier to advancement as it does in other professions. Or perhaps because in teaching one can make a difference in the lives of children.

So, you ask, will I continue with this foolish notion of changing careers, of becoming a teacher? **You Bet!**

Joyce L. Goss

SENSE AND SENSIBILITY

TEACHERS HELPING STUDENTS

JILL BRICKNER

MARYANNE JONES

JULIE SPINDLER

DON PATZER

Interruptive emotional behavior in the classroom will affect the other students and must be curtailed. One effective strategy may not always work, but by having the tools -- tested strategies of others -- teachers can be prepared to act.

As beginning educators, we not only must possess the 'sense and sensibility' but must also gather the necessary resources to effectively deal with students emotional needs. Unfortunately, information is lacking on the subject. We asked teachers of varied experience (from three ½ months to more than twenty-eight years of teaching) what they have observed: the needs, behaviors, when they become involved and what solutions have worked in their classrooms. The survey was group designed, and distributed to multiple Northern California school districts. We present our findings hoping other teachers find it useful, as we have, in dealing with the "emotionally needy" student.

STUDENT NEEDS

The five most frequent needs reported by the teachers:

- **Lack of Attention**
  Manifesting in a variety of forms including isolation or a lack of friends, lack of a close caring individual, need for validation, absentee parents, reduced time with parents, and the constant need to physically touch someone else.
- **Low Self Esteem**
  Students who do not interact well socially with their peers, are insecure or unwilling to try new things are usually experiencing low self esteem.
- **Instability**
  Children having an increased fear for their personal safety, such as not knowing when or if they will eat again, being homeless, witness to continual fighting parents, and divorce or separation carry feelings of instability.
- **Abuse**
  Emotional, physical, and sexual abuse happen more often than any of us would like to admit. Neglect and abuse are to be recognized and handled effectively. (School and state regulations offer guidelines.)
- **Anger***
  Physical aggression towards self, or others, explosive emotions and the lack of self control are recognizable aspects of a child's anger.

This is a small sampling of the wide variety of needs teachers encounter daily. While you may recognize some or none of them, this is a useful starting place.

*see the chapter on "Nippin Hostility in the Bud" for an in-depth look of aggressive behavior

STUDENT BEHAVIORS:

"You must be able to identify when and what behaviors will trigger an emotional problem in the classroom."

-fifth grade teacher

Respondents outlined specific behaviors teachers look for and have seen displayed by students, a compilation of which is presented to help teachers recognize and gain an understanding of the matter:*

- **Physically Aggressive and Abusive**
  Children exhibit explosive behaviors toward other children and staff.
- **Lack of Focus**
  The child is unable to concentrate, has difficulty staying awake and will not do class work or homework.
- **Attention Seeking**
  Clinging, the need for constant direction, continual talking, making frequent interruptions, acting as the "class clown," elaborate storytelling or lying, and disobeying classroom rules are all attention-seeking behaviors.
- **Shyness**
  Isolated, having few social interactions with their peers, no friends, thumb sucking in class, becomes anxious over trying new tasks, and an inability to make eye contact are characteristic of shyness.
- **Other Behaviors Worth Mentioning**
  The student is habitually late or absent, cries for no apparent reason, poor physical appearance and shows or states easy frustration over grade-appropriate tasks. These are behaviors that indicate an underlying need..

*listed without specifying the need they represent

SOLUTIONS AND ADVICE:

Teachers reported that they became involved in solving behavior problems as early as possible. With rules already set in each classroom, teachers have behavior guidelines that are not being met. Observation becomes the first line of defense. Drastic changes in the behavior of a child can be a potent signal that a need is not being met, when the student's behavior interferes with class routine and prevents him from doing his work, the teacher is alerted; action must be taken!.

How do teachers solve the behavior problems without destroying the trust that may exist, without producing shame, doubt and guilt, and without producing feelings of inferiority? Can teachers promote the psychosocial development of their students and control the interruptive behaviors they encounter? Of course they can! The teachers responding to our questions showed us the way:

Teacher Behavior

> ***"When adults around children are themselves secure and happy, loving, fair and consistent, when they guide with clarity, are firm and yet nonjudgmental, most children will re-engage their own natural capacity to function from their state of mental health."***
>
> -Roger C. Mills

Teachers must be alert to changes in behavior and emotions. They must set the tone, use open communication and develop strategies to address short-attention spans and produce 'win-win' situations.

Building a Safe Environment

Instructors need to encourage children to talk and share, to do their best, and be flexible; they must learn to ignore minor acts, provide a safe corner for a "time out" space, make clear expectations; combat the emotional roller coasters of home environments with routine and structure. Become listeners. Be honest and trustworthy.

Modeling

The classroom teacher needs to model and teach conflict resolution skills, to develop class activities that teach children friendship and social skills, spend time on real-life skills, role play the appropriate expected behaviors and demonstrate how to write an 'emotional journal' of feelings that helps individuals to redirect their negativity. They may need to learn the techniques of emotional support and the method that teach age- appropriate behaviors, values and moral virtues like those used by special education instructors. Peer grouping and class meetings help students understand one another and solve classroom problems.

Positive Attention

All students need and want the positive attention of their teacher. When behaviors are disruptive and negative, the instructor must redirect them, give personal attention (one-to-one, daily, is recommended in our survey) with praise, and a structured rewards system. Special jobs and parent help in the classroom were offered as advice. Negative attention, such as punishment, rarely changes the behavior for 'good' while positive intervention has a lasting effect.

Physical Needs

Determine if the child is hungry, tired or sick. These are real causes of behavioral problems. Recommendations: a snack closet, a rest or quiet time, a visit by the school nurse.

Other Interventions

Not all behaviors can be eradicated by the methods mentioned above. Behavior modification, behavior contracts and the involvement of the Student Study Team (School Counselor, Psychologist, Nurse, Administration, Staff, Teacher, etc.) and the student's family may be necessary. Some inappropriate behaviors will not be solved and some students will continue to be disruptive to themselves and their classmates. The problem may be outside of the teacher's control. "Let go! Do what you can when the child is with you and don't blame yourself. "We do the best we can", said a first grade teacher. Another indicated that many things may be happening at home, and offered this advice, "I think parenting classes should be taught."

Children may be trying to cope with a variety of problems.

> ***"These children are at risk of far more than academic failure. Plagued by domestic violence, family substance abuse, parental involvement, and the psychological devastation of homelessness, they need a safe haven where they will receive the educational and emotional support to keep them from falling further into the cracks of society."***
>
> -Ralph da Costa and Kate Collignon

School may be the most stable place in students' lives and as teachers we can try to guide them on how to deal with life. Increasing time on real-life skills and giving positive feedback (How about a hug?) will provide real help to children in our classrooms. We may be the ones called upon to combat the children's emotional roller coaster and offer a little 'sense and sensibility' in our 'ever changing world'.

"I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess the tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or de-humanized."

-Hiam Ginot (1975)

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Appendix: Sample Questionaire

Dear Teacher,

We are four Teaching Credential Candidates preparing for a project for publication and are seeking your input by way of this survey. Your answers are appreciated and will be anonymous. Any student referred to will remain nameless. Your prompt response is appreciated.

Grade level taught:_____
Years of teaching experience:_____

1. Do you find children with emotional needs in your classroom? Y/N

2. Do you find these children very often? Y/N

3. Please list three emotional needs that you see:
   a. _____
   b. _____
   c. _____

4. How do you detect these needs and what specific behaviors do you look for in these students?

   _____
   _____

5. How do you handle these problems and when do you become involved?

   _____
   _____

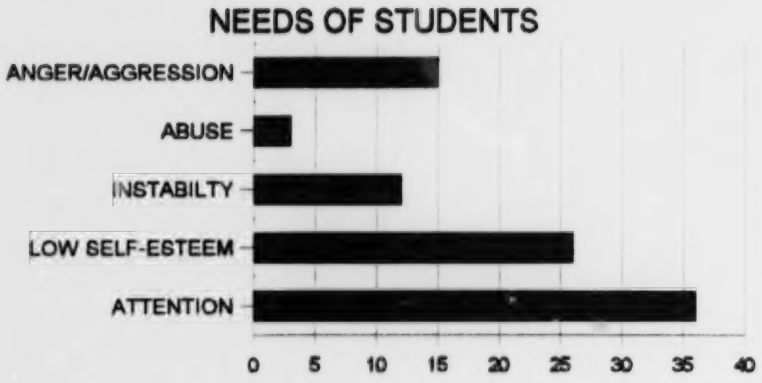
6. What solutions have you used and what has worked?

   _____
   _____

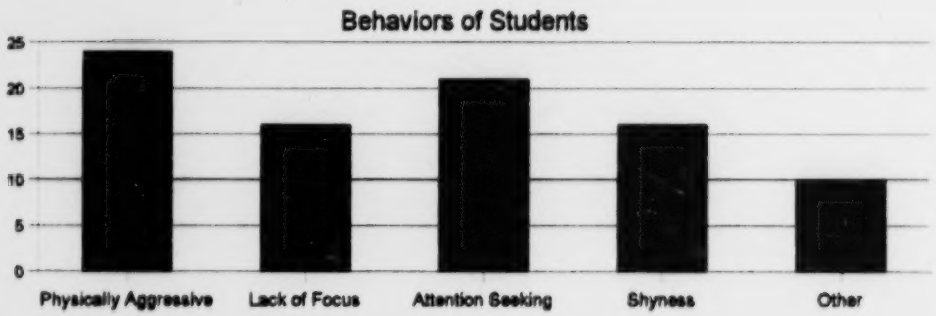
7. Other Recommendations:

   _____

Thank you for your cooperation,
Julie, Jill, Mary Ann, Don



Attention	36
Low Self-esteem	26
Instability	12
Abuse	3
Anger/Aggression	15

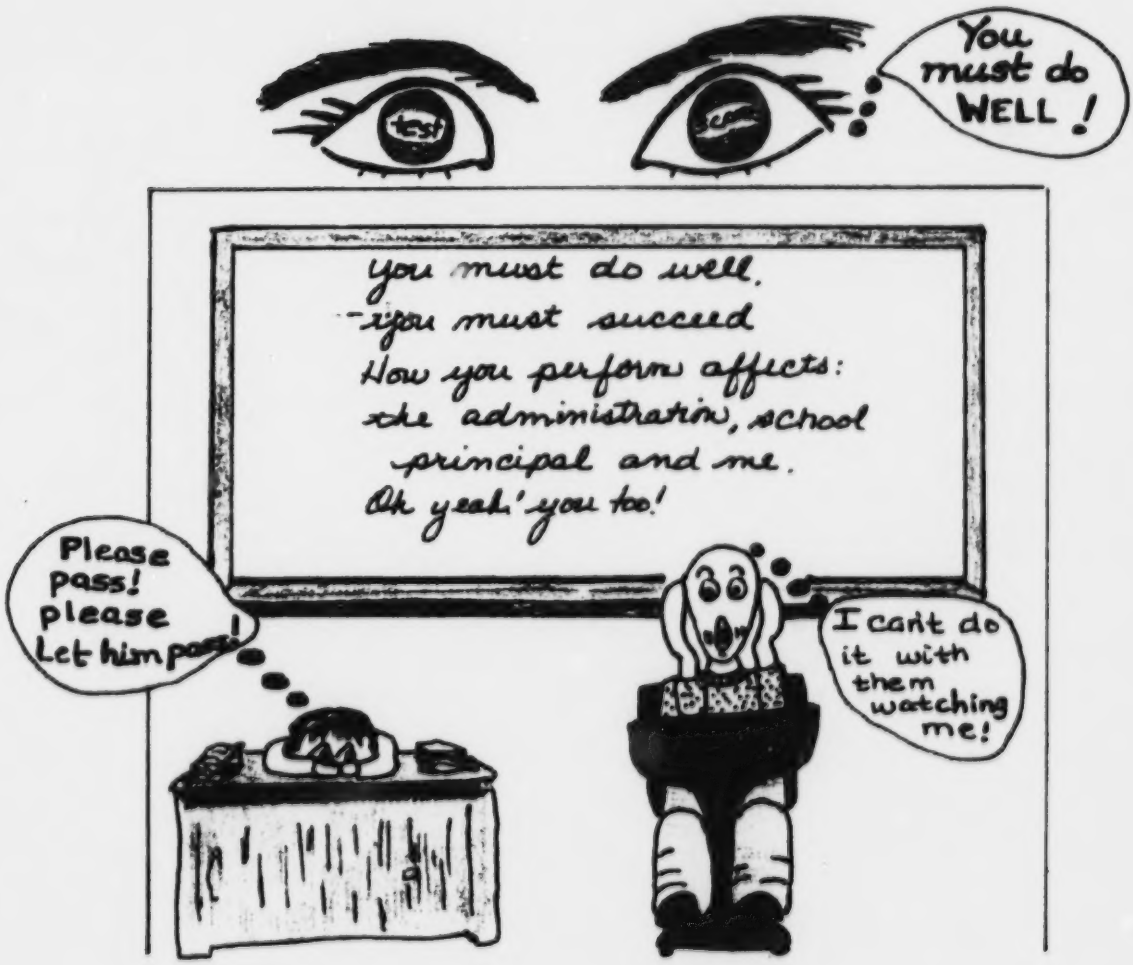


Physically aggressive	24
Lack of focus	16
Attention seeking	21
Shyness	16
Other	10

Fig. Results obtained from responses to survey on emotional needs of school children.

Perfectionism

Perfect Teacher ⟷ Perfect Student



Michelle Danner **Sheila Ann Grundstrom**

Trace Humphrey **Melissa Standridge**

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Perfection

- ★ On being perfect
- ★ It pays to be perfect
- ★ Superman vs. Teacher
- ★ The Perfect Student

The Perfectionism Syndrome

Perfect Teacher ← →Perfect Student

What is "perfection?"

As educators we strive to achieve it.

Students feel the pressure to be "perfect."

We invite you to share our personal experiences while providing helpful suggestions to reduce the anxiety which arises when dealing with what we choose to call "The Perfectionism Syndrome."

On Being Perfect

"The responsibility to teach children effectively and maintain positive classroom management has become a quest to achieve perfection"

When we think of the word "perfection" unattainable, hard work, or high performance immediately comes to mind. As human beings we are all striving to achieve something, but perfection? Maybe! When I became a school teacher I thought only of being competent and effective but, lately, I have been striving for perfection: the perfect lesson, the perfect classroom management plans and, overall, creating the **"PERFECT STUDENTS."**

This attitude did not come until later, when I realized I had a tremendous responsibility to teach my students everything they needed to know and more. As I soon found out, this was not an easy task! When striving for perfection, whether it is to please the Principal, or teach students what they need to know, an astronomic burden and pressure is placed upon us, the teachers, which at times becomes overwhelming. The problem tends to be self-imposed. What happens when "perfect" teachers expect/demand perfection from their students?

Trying to achieve it puts limitations on both teachers and students and leads to unrealistic expectations for after all, making mistakes is an integral part of life. Teachers and students learn by trial and error. This, of course, applies to all human beings but how does it apply to me as a teacher? What have I learned from it? Trying to create perfection in my students, and myself, was, to put it mildly, a disaster waiting to happen. Once I realized this was nothing but the result of "Ed School Follies" and came to my senses

things improved. In changing the focus it became obvious my first attitude was actually the best, and should all you teachers and student teachers may wish to ask: what was it? Here is the simple answer:

"Being an effective, competent teacher

is really the ultimate goal,

achieving PERFECTION

is NOT!!"

Under Pressure to be Perfect?

Heed this Advice

- ☺ Concentrate on providing competent, effective teaching instruction.

- ☺ Realize that you are only human, you can only do so much.

- ☺ Do not let a failure or setback overwhelm you; do not let it get you down.

- ☺ Creating a classroom environment that is fun and stress-free for your students is much more conducive to learning than a stressful, pressure-filled one.

- ☺ Know the limitations and strengths of each student. Concentrate on helping them achieve, **NOT OVER ACHIEVE**!

- ☺ Do not push "perfection"; expect your students to simply do their very best.

- ☺ Temporary failures constitute great lessons from which we all learn, this is a concept your students will carry, and thank you for, the rest of their lives!!

It Pays to be Perfect$$$$$$$$

"Do you have students in your classroom who are under stress to achieve "perfection?" Count them! It seems many people today are focused on the achievements of our students and where we "rank" compared with others. As I come to the end of my fourth year teaching in a public school, the challenge all of us face in this profession becomes apparent:

- Parents expect perfection from their child's teacher.
- Government demands, "High Performance"
- We, ourselves, set sometimes unrealistic goals.

Government officials constantly play the "farmer dangling a carrot in front of the rabbit" game: If your students' test scores are high we will give you salary incentive; if not, your pay will suffer. Talk about Pressure!! said a teacher friend: "When I read this in a memorandum coming from the California Department of Education, I just fainted." While pressure from parents is understandable: we all want what is best for our children, the STATE'S attempt to tie teachers' salary directly to students' success is not !! I know the bottom line, or, better said, the politician's new buzz word is **ACCOUNTABILITY.**

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But, should we hold teachers accountable for things they cannot possibly change? We put enough pressure on ourselves to do our best and to have our students achieve at their highest level; but we must be realistic about our expectations. Undue pressure from all sides is definitely not going to cure the ills of public education. Working as a team: government, educators, parents, business and industry the added responsibilities and complex problems teachers now face can be effectively addressed.

The equation:

High test scores + improved student achievement ➡ higher teacher pay

Simply "does not wash." It will place pressure on an instructor to "teach to the test" and, heaven forbid "cheat!" This has occurred in a number of states already.

"A Poignant dissatisfaction, whatever be its cause, is at bottom a dissatisfaction with ourselves. It is surprising how much hardship and humiliation a man will endure without bitterness when he has not the least doubt about his worth or when he is so integrated with others that he is not aware of a separate self."

-Eric Hoffer,
The Passionate State of Mind, 1954

The Pressure to be Perfect

As educators, what can we do?

- First remember a test score is not the only way to measure success.
- Students will look to you for help with many problems; guide them first, then measure their success; make no assumptions.
- Be willing to grow as a teacher; learning comes from both failures and successes.
- We can hold high standards for our students; challenge makes everyone grow.

"Government official: until you have walked a mile in our shoes, you will not be able to cross the finish line! Hold us accountable for things we have the ability to change not for those we can not!"

-Melissa Standridge

Superman vs Teacher!!

We often ask teachers to achieve unrealistic goals in the classroom, and expect them to be successful. Being a counselor, teacher, parent, clergyman, psychologist, magician and comedian is essential for educators today. How do we balance these tasks and remain effective at guiding those students with additional needs? Taking one issue at a time and allowing yourself the respect to understand that you are only human is the key to success.

We are not super heroes!

We can, and often do, perform great feats of endurance and amazing cliff-hanging rescues, but this does not make us superhuman. It will not get us into a comic book. It will not win us national recognition. It may, however, provide the needed personal rewards to keep our enthusiasm and excitement for teaching alive.

One child needing attention is the perfectionist; a child who, because of unknown stresses in his/her personal life, self-inflicts undue pressure to achieve perfection. The student who slowly, but diligently, works yet never totally completes a task; the one with the eraser ready at all times and small tears on his paper, sweat on his brow, stressed.

Possibly the one who asks to take his work home, only to bring it back immaculately written, with painstaking perfection. What should a teacher do with this child? Is there something that might be done to facilitate learning and relieve some pressure? Here is the overriding question:

Does this behavior cause the child to lose valuable learning time?

Meeting the needs of *all* your students while remaining sane!

- Let the student know that to receive a "perfect" grade on an assignment he must complete the assignment in "B" work. This may seem a bit extreme, but it allows for some students to internalize the concept: While my work may not be perfect it is, nonetheless, very good. Doing "B" work does not constitute failure.

- Make modifications to the assignment: shortening, eliminating some aspects of it, dividing it into parts or workable sections.

- Allow the student to have a "stress-free" space in the classroom to complete work; idea: corner of the room separated from the rest of the class by a small partition.

- Praise this student's work often

- Allow extra time for completion and a feeling of success.

- Be cognizant of your own needs as an educator. Remember: you are only human not a super hero.

- Stop to smell the roses and praise yourself for deeds accomplished and for helping your students- all students - progress and success!

The Perfect Student

Is he sitting in your classroom?

What is it like to be a perfect student? It goes way beyond trying to outdo your peers. It means setting unrealistic goals you will, more than likely, never be able to attain. Battling with a reduced sense of self-worth these children find comfort in attempting to control one aspect of their lives: their performance in school.

Case Study: Jimmy

I found Jimmy, an eighth grade student, who is what can be described as the "perfectionist". He has set unreasonably high standards for himself and believes is failing if he turns in anything he perceives as being less than perfect. This problem goes way beyond crossing Ts and dotting Is. He will often turn in assignments late because of a need to do things over and over until his idea of perfection has been met; his need to make every paper he writes near perfect leads to failure in completing other work.

Jimmy believes when perfectionism is not met, his parents will be disappointed; many times grades suffer because of a lack of participation in other areas or group activities in the classroom. One particular assignment, titled, "What did you do over the weekend?" led to so much anxiety he was unable to complete other tasks. The quest for perfection inhibits his participation in discussions or shared work in class. To him, self-worth is directly related to the product produced not the individual. Are you wondering, as I did, if this boy realizes the pressure he places upon himself? Yet, he seems to be aware of differences in what he expects of himself, compared to other students. What he does not realize is how he can make things change.

For an eighth grade student "perfectionism" is a devastating condition; the inability to enjoy other activities or to make friends causes a serious lack of confidence. Is progress being made? Yes! With the help of parents and teachers Jimmy is beginning to realize his obsessive condition, is working on making little steps to relieve the self-imposed pressure and has sought other interests. Jimmy's parents believe by building his confidence in other areas he will be able to enhance a positive self-image and a strong foundation with peers.

"Remember: the goal is to be competent and effective, not perfect!!"

Solutions:

♦Meeting the emotional needs of teachers

Finding the correlation between:

♦Student underachievement and teacher burnout.

"We suggest a shift from

Student-Focused to

Teacher-Focused Solutions

Heretical, you say, but wait, READ ON!!!

Who Pulled The Rug From Under Teachers?

Hugo Ramos

Candice Lee Bond

Tami Shepherd

Shawn Marie Walsh

If schools nurture teachers more, feelings of isolation might not result in an alarming rate of teacher failure and burnout. The dramatic increase in teacher burnout and the pattern of teachers leaving the field of education has led to the conclusion by many that the underlying reasons have been woefully mis-diagnosed. Blame has been placed on extrinsic causes: violence in schools, poverty, drugs, low student achievement. Here is our position:

- teachers suffer from a deficiency of emotional stability
- teachers lack the support from their educational institutions
- teachers are becoming ill and may, for practical purposes, be in need of a health practitioner
- unless the way teachers are sustained and trained is altered, our society should not expect substantial improvement in K-12 students' performance by the turn of the century.

The American people must be reminded of this important precept:

"A teacher affects eternity; no one can tell where his influence stops"

-Henry Adams

Most discussions relating to problems in the educational system place emphasis on the client, that is, the student; a myriad 'solutions" have been proposed to help curtail underachievement and to meet students' -real or imaginary- educational and emotional needs. Few resources exist, however, which address student failure as a result of a more prevalent deficiency in teacher preparedness. We suggest a shift from student-focused to teacher-focused solutions; heretical concept? Perhaps, but please, please, hear us out!

Do not misunderstand, plenty of blame has been placed on teachers as the main culprits in the whole conflict, but nothing has been developed to help them improve and work with problem students. Moreover, nothing exists to guide the teacher when dealing with emotional deficiencies related to education. Essentially, teachers are left unprepared by the current way of training to manage the "real" problems of education at the close of the Twentieth Century. Let us examine the problem!

> **"I think that in today's world, particularly in this district, teachers don't get enough preparation for all the nuances of what goes on in the classroom."**
>
> -Dean John Readance

Now, did you know?

> **"30% - 50% of teachers in urban districts leave the profession within 5 years...**
>
> -San Francisco Chronicle

Employment Opportunity

Job Description:

Needed: one highly qualified applicant to fill the position of educator in an average middle-class community high school. Minimum skills required: ability to teach 185 students/day, 191 days/year, while maintaining a harmonious, motivational and highly educative environment. Expected to be able to work with a diverse population of students with special needs: those who have limited English proficiency, and those with an assortment of emotional, physical and behavioral disabilities.

Reminder:

It is the teacher's responsibility to teach all students, including those with severe disabilities or behavioral problems. Moreover, all students have civil rights that must not be compromised in any way. **When in question, remember the student is always right!!!** Qualified applicants please submit applications to "Your Average High School, 1120 Anywhere, California, U.S.A.

Warning:

It is not uncommon to experience a threat to your physical safety at least once a year, but do not be alarmed other school districts experience this type of behavior at a much higher rate. Seldom is any teacher actually hurt. We do provide four unarmed campus supervisors at your service.

Problem Stated

The aforementioned scenario, although somewhat exaggerated, is not altogether different from what our society expects of public school teachers. The hypothetical job description, if presented to many teachers today, would echo parallel feelings of despair and inadequacy prevalent in the "system." Teachers are expected to contend with severe difficulties and challenges in an effort to educate students. Although the ultimate goal to educate the whole child remains the same, changes in the general student population have brought along many problems; a whole set of challenges which has contributed to a chaotic, deeply-deprived system for teachers. One that has produced the proverbial "island" teacher, lacking the skills necessary to deal with conflict and job-induced stress.

Are teachers today fighting a losing battle? The varied problems facing K-12 education are too great for any one individual, teacher or not, to face alone. Understandably, school districts do accept responsibility in the process of educating students, but the teacher holds the primary one and is held accountable by parents and society on a daily basis.

The changing face of students in education:

Mid-century education in America dealt with behavioral and emotional deficits that differed greatly from what we as teachers experience today. In the decades leading up to the 1970s most schools drew upon fairly homogeneous communities and neighborhoods. In 1954, when desegregation occurred, whites and blacks began to be educated within the same schools (Grambs).

This led to the development of racial differences within classrooms and a pattern of low achievement for students of color, a serious problem facing teachers today. Other national emergencies such as alcohol and drug abuse, gender identity, high drop-out rates and juvenile violence also impinge on the school system. Drowning in a sea of problems the average teacher has little choice but to consider other professions, resulting in a high incidence of job burnout.

A teacher's duty no longer is to simply teach the "Three Rs" but to become highly adept at handling a vast array of ever-changing challenges, the so-called "student baggage" and to develop expertise in conflict resolution. And this, mind you, without the appropriate training or skills to be effective and successful on an emotional level. Few question the viability of preparation of teachers on the technical side. But, it has now become painfully apparent, the solution to the problem lies elsewhere. The answer has to do with the emotional health and stability of teachers in dealing with conflict and stress-particularly in the midst of rising crime and low achievement.

Let's face it: the brunt of the responsibility for educating children falls on the teacher. This enormous responsibility has fostered a false sense of security, and has produced alarming rates of failure (1988). Moreover, the steady growth of teacher burnout as a result of this pattern of increased insensitivity and dissatisfaction with the *status quo* can no longer be ignored.

What Can We Do?

Change has to occur from within. This is truth, no longer debatable! A consensus ***must*** be reached by us all as to the nature and types of problems which constitute the nebulous concept of "public education failure" or the mass media's portrayal of **"WHAT AILS EDUCATION."** A consensus ***must*** be reached by us all as to the means by which remedial steps to be taken need to be prioritized; that is, can society afford the time, expense and energy necessary to cure all the problems, i.e.; children with all of the baggage they carry to school confronting the teachers today? We propose a two-fold solution which focuses on (1) Site Responsibility and (2) Teacher Responsibility.

The Site:

A transition team which facilitates the entry of new teachers into the school: to include assistance with general necessary tasks such as paperwork, copy machines, and specific related questions. This team could meet once a month, a sort of self-help-help group, which provides an outlet for teachers to share concerns, fears, tactics, successes and failures.

On the job training with mentor teachers during the normal school day.

Beginning teacher support team which assesses skills of beginning teachers by more experienced ones. Quarterly meetings would focus on strategies to enhance teaching skills and provide a forum for open dialogue among all concerned.

The Teacher:

Steps to be taken to maintain good health, both emotional and physical:

- ✓ Exercise regularly/join a gym
- ✓ Eat a balanced diet/get plenty of sleep
- ✓ Treat yourself to something nice every week
- ✓ Hug a fellow teacher as often as you can
- ✓ Go to church/be spiritually healthy
- ✓ Find a hobby outside of school
- ✓ Leave your grade-book at school once a week

These solutions are not scientifically tested and may, perhaps, appear overly simplistic. Nonetheless, they are offered by seasoned teachers of varying grade levels, to remedy the state of "burn-out." We believe that taking small, but incremental, steps to foster support groups will do wonders for the emotional health of all teachers. We must remember that they, as a whole, are a tough breed and very resilient in nature able to bounce back even from the depths of despair.

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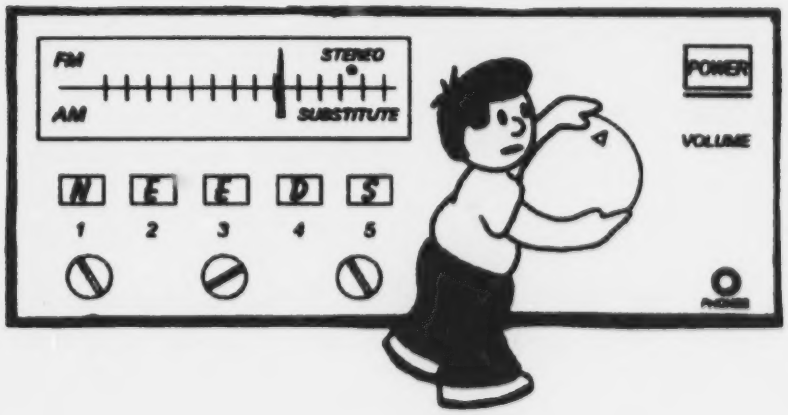
PUMP UP THE VOLUME!

TUNING INTO THE NEEDS OF A SUBSTITUTE



Veena Sapenter-Nath A. DyAnne Nielson

A. Tynesia Tate Cindy Weese

Rebecca Wilson

A substitute teacher's lament!

"The office needs to recognize the importance of attending to the substitute, and giving them their assignment as quickly and thoroughly as possible so they can prepare for the day. Substitutes should be told the pertinent areas of use, such as the bathroom, lounge and workroom locations. It is beneficial to be aware of any major scheduling changes such as fire drills or assemblies. The Principal or Vice-Principal should stop by the room, introduce themselves and check on any needs the substitute may have. Their support in major discipline issues is vital.

I am amazed to find that at least half of the classes have no seating chart and, of course, students love to sit in the wrong seat. Probably the greatest concern and challenge is when a teacher has been out on extended absence and there is no lesson plan, the room is a disaster, the students are lost, upset, and out of control, and ***NO*** administrator seems to be aware or even care. This repeatedly happens at many school sites and causes everyone too much unnecessary stress. You really wonder if anyone is in charge!"

Signed.

Anonymous Substitute

Substitute teachers are an integral part of the education system. According to the California Department of Education on the average 7 % of classrooms are staffed by them. Who are these individuals who teach our students when regular classroom teachers are unavailable? Many myths surround the substitute (commonly known as the "Sub") teacher. Herein we dispel some of these myths, recognize their contributions and offer suggestions on easing their anxiety when performing their jobs.

MYTH 1: SUBSTITUTE TEACHING IS NOT A PROFESSIONAL JOB, IT IS ONLY PART TIME EMPLOYMENT.

Many substitute teachers work five days weekly throughout the school year and, for many, this is the only source of income. In addition a large number of substitutes work "long term" assignments thus fulfilling the duties of the regular classroom teacher, in their entirety.

Substitutes possess classroom management skills, comprehend and perform the duties outlined in a lesson plan, have a culturally-aware and sensitive personality which allows them to adapt to a wide variety of environments. This requires an enormous amount of energy and creativity.

MYTH 2: SUBSTITUTE TEACHERS HAVE NO AUTHORITY WITHIN THE SCHOOL SYSTEM.

Substitute teachers are expected to enforce schools' rules and maintain the same standards as the regular classroom teacher. They have the equivalent authority as any other district employee

MYTH 3: SUBSTITUTE TEACHERS RECEIVE LOW PAY AND HAVE NO BENEFITS.

The average pay for substitute teachers ranges from $12.00 to $16.00/hr depending on the school district; in many districts they have unionized and are beginning to negotiate benefits.

MYTH 4: *ANYONE* CAN BECOME A SUBSTITUTE

Substitute teachers must possess a B.A. or B.S. degree, pass a regional proficiency examination (CBEST in California), apply for and receive an Emergency Credential which must be renewed annually. Medical exams, fingerprint and background checks before entering the classroom environment are also required. Many districts demand completion of an education credential program.

HAZARDS OF THE JOB

Substitute teachers are not commonly recognized as the true professionals they are, and therefore suffer lack of respect not only from the students but unfortunately, from administrative personnel and teachers. They are expected to execute the same duties as the classroom teachers without the advantage of being in the same location daily and having knowledge of each student's individual needs.

Substitutes teach in a variety of locations, a wide range of content areas and different grade levels. They do this without the benefit of prior knowledge of the situation and under the constant scrutiny of other teachers. Stressful indeed!

It is quite ironic that the closed-lipped staff that has not spoken to, or offered the substitute any help, is continuously observing - - taking mental notes that can be classified in a variety of categories ranging from professional to personal. Topics such as age, origin, persona, educational background, experiences and interests are only a few of the classifications. Information derived from these discussions lead observers to believe they have obtained a sufficient amount of knowledge to make a valid assessment of the substitute's performance. If school site staff and administrators put as much time and energy into assisting their substitutes as they do in assessing them there wouldn't be as much left to gossip about. School business would operate on a more cohesive, professional, and productive level. But then again - what else would teachers talk about in the lounge?

Substitutes are frequently evaluated without ever meeting those who evaluate them. They are judged by the notes they leave and reports from the students with no opportunity to respond to criticism. They do this often without

the benefit of lesson plans or seating charts. Breaks are spent in solitude and **THE LOCATION OF THE BATHROOM IS GUARDED AS IF IT WERE A MATTER OF NATIONAL DEFENSE!**

Micro-Management

What exactly is meant by micro-management?" The answer lies within the myriad questions that cross the minds of permanent teachers during a substitute's stay at a school site. "How was s/he?" "Did they complete your lesson plans?" "Were discipline problems handled effectively?" The questions are endless and so are the critiques. The substitute who completes the assigned workday without "disturbing" anyone with cumbersome questions will usually receive positive commentaries; but heaven help the substitute who asks about the location of things on the school site, requests some assistance with a procedure, or has multiple discipline problems for a less favorable rating and lower likelihood of future assignments is sure to result.

Substitute teachers need more than respect, they need recognition as part of the instructional team.

> Students' perception of substitute teachers mimic that of regular teachers and administrators.

They are **teachers**, not

sub-standard replacements.

Substitutes-The Students' Perspective

The sense that somehow these are not "real" teachers translates to the students and may result in disrespect and misbehavior. Referrals for inappropriate behavior are dismissed as inconsequential by parents because they perceive substitute teachers as lacking authority and tend to blame the substitute for any problems that occurred.

Attitudes regarding substitute teachers will not alter until they are recognized as an integral part of the instructional team.

The authors would like to extend a "thank you" to all of the substitutes that have ca ed for, and educated, our students when we were unable to be there!

APPENDIX I

EASING THE ANXIETY OF THE SUBSTITUTE TEACHER

Administration

- Instruct office personnel to deal with substitutes in a timely manner.

- Introduce yourselves and offer support as needed.

- Visit classrooms - being visible tells students that the substitute has your support.

- Direct the staff to have an emergency lesson plan available and follow-up to see that such a plan exists.

- Encourage staff members to support substitute teachers and accept them as part of the staff.

APPENDIX II

EASING THE ANXIETY OF THE SUBSTITUTE TEACHER

Teachers

- Prepare lesson plans in advance
- Lesson plans should include
  - class roster
  - seating chart
  - emergency plan
- Map of school with pertinent information
  location of the teachers' lounge/workroom
  - restrooms
  - students' lines
  - playground
  - cafeteria
- Post a daily class schedule on your wall, i.e.:
  - 8:00 - 9:15 Reading/Language Arts
  - 9:15 - 9:30 Recess
  - 9:30 - 10:30 Math
- Provide a rainy day schedule
- Include information regarding yard duties or other responsibilities outside the classroom
- Let the substitute know that they have the option to ad-lib if necessary.
- Leave a behavior report for the substitute to complete.

Torn Apart By Divorce

WHEN A FAMILY IS SHATTERED TO PIECES. . .

Gigi Conklin Brian Kamps Kate Lopez,
Christine McAlister and Cheri Wright

rld

"In the wind tunnel

of divorce,

It's the children

who get blown

right through"*

-Ann Milne,

Executive of the Association of

Family and conciliations courts

HOME
SWEET
HOME

TORN APART BY DIVORCE

SCENARIO

It is your sixth month of school and today you have already taken care of the rebellion from the poor and those who simply don't like to write. It is the journal writing class and your students accepted this daily assignment months ago. So, why should this particular day be any different? Because one of your better students decides to object to the journal topic and does so **STRONGLY**. You let it go thinking, "maybe the journal topic wasn't as good as I thought or maybe she is having a bad day."

After lunch, upon returning to class the student still appears in an uncharacteristic bad mood and rude to others. Why? At the end of the day important clues to the emerging problem slap you in the face: this student is hurting emotionally, the journal entry:

"Last night my mom and dad told me they were getting a divorce, I think it is all my fault!"

THE FACTS

It is almost the 21st. Century and divorce seems almost a natural outcome with couples who find it hard to get along. In fact, couples who are brave enough to venture into the world of marriage are at a 50% risk of winding up divorced. Unfortunately, many of them do so after having children. Simply stated, divorce affects children's welfare and the impact tends to be long-term.

EFFECTS OF DIVORCE ON CHILDREN

Children just like anyone else, experience the five steps of grieving:

- **DENIAL**
- **ANGER**
- **BARGAINING**
- **DEPRESSION**
- **ACCEPTANCE**

Unfortunately, unlike adults, they are unable to express their emotions openly OR effectively. It may take children years to reach acceptance. Divorce, then, becomes the main event of their life, at the expense of learning. Some may go through the daily motions of schooling, Others become obsessed with trying to do everything right, while thoughts and fears of a changing life persist.

Divorce affects children:

- PSYCHOLOGICALLY:

  Some Take on guilt: had they been better, made their bed every day, not argued so much, daddy would not have left, others become angry and unable to fit in with their peers. Sometimes they grow up unable to have satisfying or trusting relationships with their partners.

- ECONOMICALLY:
  - Most children of divorce live with their mother.
  - The mother's income is usually drastically reduced. Sometimes there is not enough money to meed basic needs: food, clothing, expenses for extra curricular activities. they may be forced into the welfare system. When children reach high school age these can ave devastating effects.

Did you know?

- Many children of divorce become involved in drug and alcohol abuse, many before the age of fourteen.
- Many children become sexually active especially adolescents, particularly girls.
- More children of divorce drop out of high school than children with both parents in the home.
- Children of divorce sometimes have a harder time finding a job.
- Children of divorce are sometimes insufficiently supervised and poorly protected.
- Teens of divorce can be at risk of suicide, eating disorders and depression
- Divorced parents are less likely to send their children to collage even when they can afford it.

When all of these are taken into consideration the important question becomes: what can a teacher do?

HOW CAN WE AS TEACHERS, HELP?

- Let children go through the grieving process. This is something that is necessary.
- Validate the child's feelings and opinions, both negative and positive.
- Accentuate success, self-worth and build confidence
- Adjust explanations but maintain rules and guidelines, you can make certain allowances for the child.
- Confidentiality is a must.
- Lighten their guilt.
- Listen to their needs, try to hear their feelings.
- Start counseling even when the child shows reluctance. Advise the child to "just try it," of they don't like it they can quit after a few sessions.

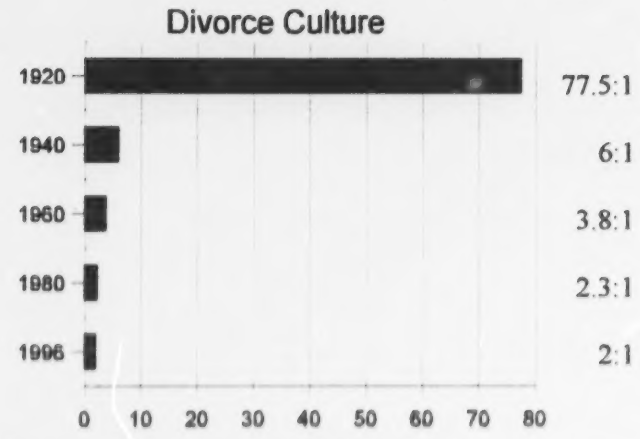
HOW CAN PARENTS HELP?

- Let the child know the divorce is between the parents not the children.
- Explain that it is not their job to fix everything.
- Recognize there is a transition time between the divorce and the child's acceptance of the ie. The child has to go through the grieving process.
- Spend time with your child..
- Have dinner at the table with no TV; allow for open discussion of fears, concerns; ameliorate feelings of guilt.
- Try to keep changes to a minimum.
- Don't argue in front of your children.
- Try family counseling, or support groups.

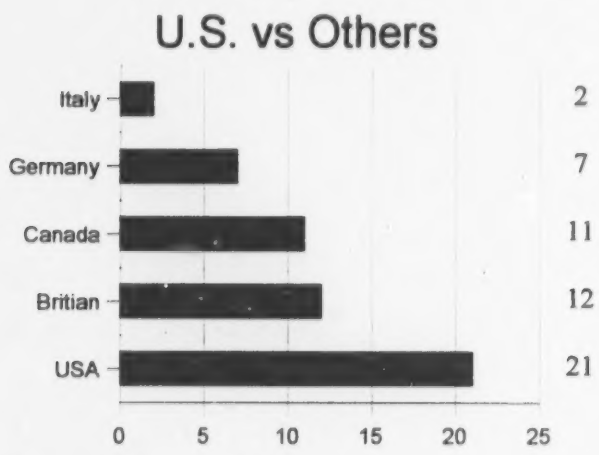
THE CHILDREN OF DIVORCE-TEACHER CONNECTION

Teachers wear many hats in their classrooms, they are role models, counselors, friends, mother, father, psychologist, and when they have the time, teachers. Chuck Norman summed it up very well:

> ***" Teachers once were expected, first, to teach. No more. Today, that is far down on the job description. Now, we are expected to raise them, to impart to them some semblance of culture, to monitor their health, to provide therapy and counseling, to protect them from gangs and drugs, to feed them breakfast and lunch, to motivate them to work hard, to spark their curiosity and love learning, to entertain them, to foster their "self-esteem", and then, only if we have produced children who still care to be bothered, to teach them to read and write and do sums".***



Changing ratio of divorces through the decades.*



Number of divorces per 1,000 married women.*

Teachers may have themselves of the divorce equation and meeting the needs, of one or more of their students who are in the midst of the emotional turmoil caused by a broken home, can be very challenging. This effort takes maturity, caring, and knowledge of the problems, cause and effects, and solutions. Most teachers have all of these qualities

* USA Today, June 3, 1997

and are willing to help develop a well- adjusted child no matter how hard the job. The rewards are just too great to be ignored. Ennis Cosby spoke for a lot of teachers:

" I will teach things that are not in the books. For instance, I believe that children will be better students if they like each other better or if they like themselves better. I believe that stability starts inside and then reflects out of a person".

A child's stability does start from the inside and it is up to teachers and parents to provide a caring, protective, and anchored arena from which the jump into adulthood can be taken!!

BEHAVIOR CHECK LIST WHICH SIGNALS A RECENT DIVORCE

HAVE YOU NOTICED THE FOLLOWING CHANGE IN ANY OF YOUR STUDENTS?

- ☐ A CHANGE IN BEHAVIOR EVERY OTHER MONDAY FOLLOWING A NON-CUSTODIAL PARENTAL VISIT
- ☐ SADNESS, DEPRESSED, OR CRYING
- ☐ MOODY
- ☐ INATTENTIVE
- ☐ DAY DREAMING
- ☐ ANGER
- ☐ AGGRESSIVE BEHAVIOR
- ☐ LONELINESS
- ☐ A CHANGE IN PERSONAL HYGIENE
- ☐ ATTENDANCE AND TARDINESS
- ☐ RADICAL CHANGE IN GRADES UP OR DOWN
- ☐ CHANGE IN SOCIAL BEHAVIOR AND FRIENDS
- ☐ FINANCIAL HARDSHIP, BORROWING MONEY, NO LUNCH MONEY
- ☐ ACADEMIC OR BEHAVIORAL REGRESSION

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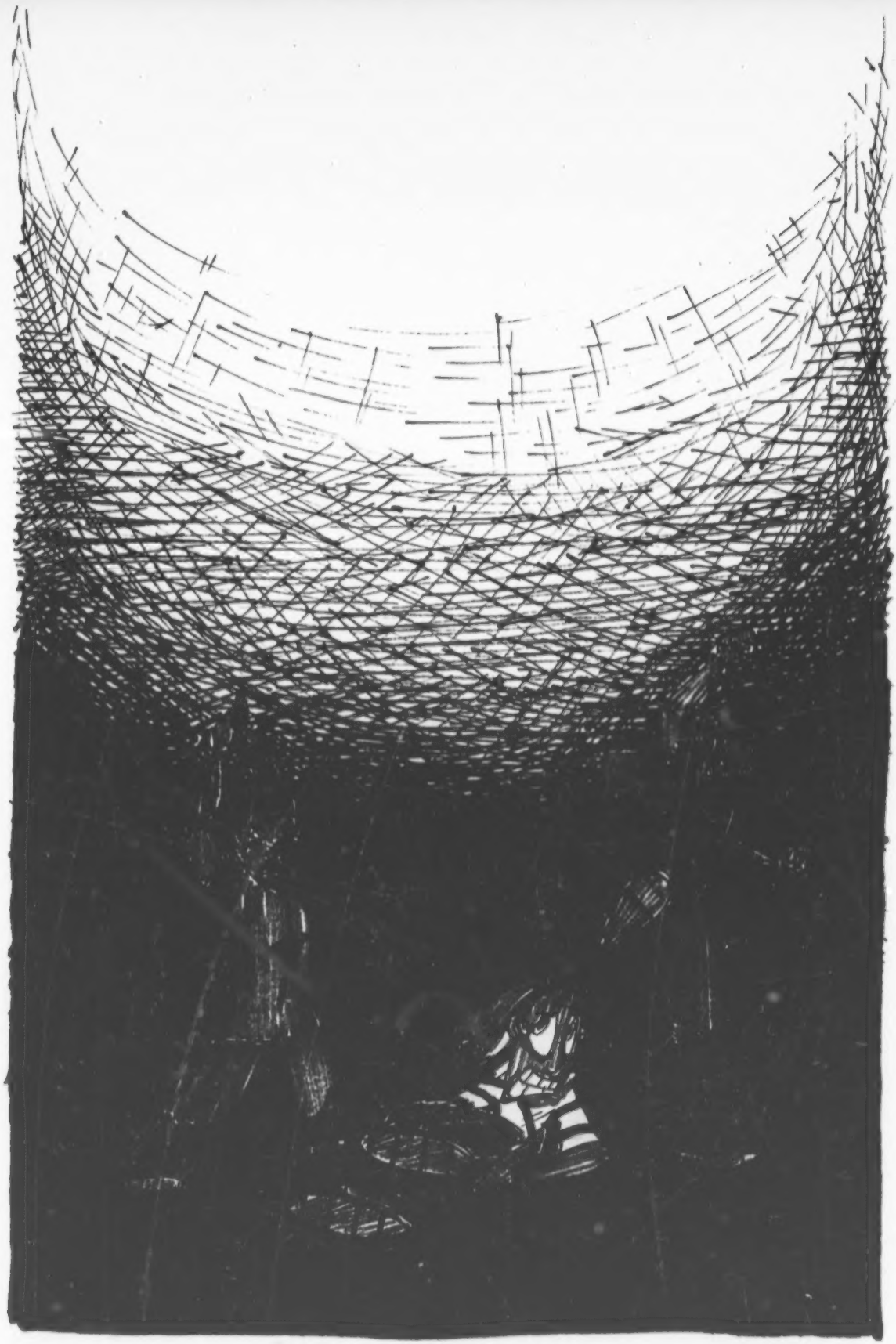

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NIPPIN' HOSTILITY IN THE BUD

EMPOWERING ALL

Bennie Jones
Rochelle Nakanishi
Lisa Brockney-Abbot
Hedda Dillon

Blue sky, warm sun, happy kids - it's a great day for baseball. Robert, a fifth grader, steps up to bat. He swings, **"Strike One!"** The ten year old umpire calls out. Robert frowns and swings at the next pitch - harder this time **"Strike Two!"** His pal, Carlos, calls out from behind the plate. The batter grasps the bat harder, narrows his eyes as anger begins to swell inside him, swings at the third pitch then hears the dreaded words. **"Strike Three!"** The fourth swing came without warning as Robert, enraged, swung the bat towards the head of his best friend, Carlos, narrowly missing. This time Robert was lucky, but what will happen the next time he becomes enraged?

More than 30% of new teachers leave within the first five years of teaching.

Empower All

This game of hostility is played in the classroom daily, if we think back to our childhood we remember the games at recess, friends, and teachers, even the bullies. Every class had at least one kid who picked on the shy, withdrawn, and weaker children. These bullies were constantly pushing the other children around, calling them names, sometimes physically harming them. This behavior can be a nightmare for both victims and teachers, disruptive and aggravating. Research shows over 30 percent of new teachers leave the profession within the first five years. The primary cause is dissatisfaction with student discipline, hostile behavior of children, and the teacher's inability to control the class. We need tools to empower everyone to nip this hostility in the bud.

What is a Bully?

This child tries to scare, intimidate, or physically harm other classmates on a regular basis. Boys and girls exhibit this type of behavior. Boys tend to show more physical, direct forms of bullying: fist fights, taunting, and physically threatening others. Girls, on the other hand, bully in more indirect ways, such as manipulating friendships, ostracizing classmates, and spreading malicious rumors. Boys pick on either gender, girls usually only on girls. Nationwide nine percent of boys and two percent of girls, under the age of eighteen, are bullies. They exist in all neighborhoods, ethnicities and socioeconomic classes. Studies show children act in this manner primarily because of their family environment. Children who come from a home where physical and emotional abuse is common, a family member is in prison, psychotic or in a psychiatric hospital tend to be more prone to exhibit "bullying" type of behavior.

Background characteristics of bullies:

- Family environment
- Physical/emotional abuse in the home
- A family member in prison
- A family member is psychotic
- A family member is in a psychiatric hospital

Teachers observe it everyday and are called to stop hostility from escalating or even occurring. The statistics are alarming. Grade schools boys who are highly impulsive, and always getting into trouble, are three to six times more likely than self-disciplined children to engage in violent behavior by the time they reach their teens. Girls with similar traits are three times more likely to become pregnant as teens. And grade school girls who cannot distinguish between anger, anxiety, boredom, and hunger are more at risk of developing eating disorders. A recent Justice Department report predicts the number of young people arrested for violent crimes will double over the next 15 years to an exorbitant number: **260,000 annually!** Devoting our lives to training youth, we must join

together to beat these astronomic odds. As teachers we must:

- Strengthen victims so they are able to lessen the bullies' opportunities
- Provide bullies with strategies for overcoming hostility
- Help the 85% of children who are neither bullies nor victims

WE MUST EMPOWER ALL!!

Bullying begins in elementary school, peaks in the middle grades and decreases in high school. It never disappears.

Empowering the Teacher

Teachers who exhibit successful management skills create a sense of "community" in the classroom where children *want* to do their best. Keeping a positive learning atmosphere is a constant challenge, something we observed when visiting several well-managed classrooms. Consider:

- A consistent behavioral management system
- Clear and simple rules/rights, "I have the right to be happy and treated with kindness."
- Consequences. Clear expectations which define these consequences. Children make choices and need to learn to think before they act.
- Behavioral contracts. Students need motivating incentives rewarding them for proper behavior. A tracking program allows them to see their day-to-day progress.

Classrooms where these skills were enforced exhibited the highest learning capability. Students displayed learning motivation, social responsibility, and self respect.

C.H.O.iC.E.s

- **Command:** Give clear directions and specifically state what you want the child to do.
- **Humor or Surprise:** Use non-sarcastic humor or do the unexpected to defuse an explosive situation.
- **Offer Choices:** Give a choice between two options.
- **Compromise:** Seek a middle ground that partially satisfies both parties.
- **Encourage problem solving:** Work together to explore the disagreement. Generate alternatives, and find a solution that satisfies both parties.

Empowering Victims

Studies show that *victims* of bullies need to develop skills to counter abusive behavior, or they in turn will develop the same angry, impulsive and violent behavior to which they were subjected. Cherry Creek School in Denver, Colorado has implemented a "HA-HA-SO" program to give victims effective tools to deal with bullies. Deciphering the acronym:

- **Help-** Give it or get it.
- **Assert-** Tell them to stop making fun of you!
- **Humor-** Be able to laugh with them.
- **Avoid-** Walk away
- **Self-talk-**Use encouraging words to build up your self-esteem.
- **Own it-** Try to understand why a statement was made and clarify if necessary.

We need to encourage the victims to increase their own self-worth in order to rid themselves of the bullies.

Empowering Bullies

Preposterous but true; bullies need power too! Not power to do more harm , but power to change. We can effectively help by raising their level of emotional intelligence, promoting self-esteem, providing reinforcement, and developing one-on-one relationships. Unlike IQ, the EQ, or emotional quotient, can be taught. Emotional intelligence is the level of ability with which we can properly and effectively handle our emotions. We must teach the basics of it:

- Anger control
- Conflict resolution
- Naming and owing feelings
- Being responsible
- Learning impulse control
- Choosing the best emotional response to touchy situations.

"Kind words can be short and easy to speak, but their echoes are truly endless."
Mother Teresa

Research shows students who raised their EQ became better at handling frustration, anger, stress and anxiety. They became less impulsive, more cooperative and exhibited an overall improvement in behavior. We must provide these children the skills to react emotionally in an appropriate and socially acceptable manner.

When children perceive teachers to be caring, positive and believing they can reach their highest potential they, themselves, respond in a positive way. A fourth grade "used-to-be-bully" was asked "What has helped you change?" His response:

"I feel better about myself and I like who I am now. I'm nice to myself and understanding of the problems I have. The teacher really cares for me and makes sure things are fair and that other kids treat me kindly. I like the behavior tracking program I'm on. I don't care about the prizes anymore, I just care how I feel inside when I do my best. I feel GOOD!"

Perhaps the late Ennis Cosby stated it best:

> ***I was teaching from the heart, and the kids biggest need seemed to be a teacher who cared about them and their individual needs.***

Empowering the Class

Peer influence is a powerful force and, if used effectively, it can be one of the strongest intervention strategies. Teachers are aware of the effects of bully behavior:

- violent outbursts of rage
- emotional and physical pain
- spreading conflict around

Various districts are now setting up conflict/management teams within the schools. Students with good behavior and leadership skills attend an on-site mini workshop and learn to deal with conflicts likely to arise on the school playground and in the classroom. One such program is **CARE:**

- **Creative** problem solving
- **Adult** help
- **Relate** and join in to encourage
- **Empathy**

As supervisors of appropriate behavior these children are called on whenever conflicts arise. By empowering us all with effective intervention strategies, hostility can be nipped in the bud so bullies find themselves in a world where they simply do not fit in.

"I may not remember what you said, but I will always remember how you made me feel."

"I work with kids and try to make them feel that I understand them. I am very stern on good morals and manners. . . I just believe in respect, honesty, and truthfulness. . . I believe that stability starts inside and then reflects out of a person."

Bill and Ennis Cosby at a 1994 New York Knicks game. Ennis Cosby's life was taken by a young man who was not able to deal with his own hostility.

Teachers: Are you having a BULLY PROBLEM? We Recommend:

Bully-Proofing Your School: by Carla Garrity, Kathryn Jens, William Porter, Nancy Sager, and Cam Short-Camilli, 1996: $29.95 Contact: Sopris West, 1140 Boston Ave,. Longmont, CO 80501, (303) 651-2829.

Bullying at School: What We Know and What We Can Do. by Dan Olweus, 1993: $ 19.95 Contact; Blackwell Publishers, P.O. Box 20, Williston, VT. O5495; (800) 216-2522.

The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counselors. by John Hoover and Ronald Oliver, 1996, $21.95. Contact: National Education Service, 1252 Loesch Rd. , Bloomington, IN 47402. (812) 336-7700, or (800) 733-6786.

Bully Proof: A Teacher's Guide on Teasing and Bullying for Use With Fourth and Fifth Grade Students. by Nan Stein, Lisa Sjostrom, and Emily Gaberman. 1996, $19.95, plus $5.00 shipping and handling. Contact: Center for Women, Publication. Wellesley College, 106 Central Street, Wellesley College, 106 Central St. Wellesley, MA 02181; (617) 283-2532

Guide to Resources

Complete guide to bully proofing: 1-800-547-6747
Bully Hotline: 1-800-NO-BULLY (set up by Attorney General Charles Condon)

Anti-defamation League: A World of Difference Program
823 United Nations Plaza (212)-885-7810
New York, NY 10017 (212)-490-0187 (Fax)

Children's Creative Response to Conflict:
P.O. Box 271 (914) 353-1796
Nyack, NY 10960 (914) 358-4924 (Fax)

Conflict Resolution & Coop Learning Center
Peacemakers Program, University of Minnesota/Education and Human Development
60 Peik Hall, 159 Pillsbury Drive: SE. (612) 624-7031
Minneapolis, MN 55455 (612) 626-1395 (Fax)

Educators for Social Responsibility
21 Garden Street (617) 492-1764
Cambridge, Massachusetts (617) 864-5164 (Fax)

International Center for Cooperation and Conflict Resolution
Teachers College at Columbia University
525 West 120th Street Box 53 (212) 466-6272
New York, NY 10027 (212) 678-4048 (Fax)

National Crime Prevention Council
1700 K Street, NW, Second Floor (202) 466-6272
Washington, DC 20006-3817 (202) 296-1356 (Fax)

National Institute for Dispute Resolution-National Association for Meditation
1726 M. Street, NW, Suite 500 (202) 466-4764
Washington, DC 20036-4502 (202) 466-4769 (Fax)

National School Safety Center
4165 Thousand Oaks Blvd. Suite 290 (805) 373-9977
Westlake Village, CA 91362 (805) 373-9277 (Fax)

Resolving Conflict Creatively Program-National Center
163 Third Ave, P.O. Box 103 (212) 387-0225
New York, NY 10003 (2122) 387-0510 (Fax)

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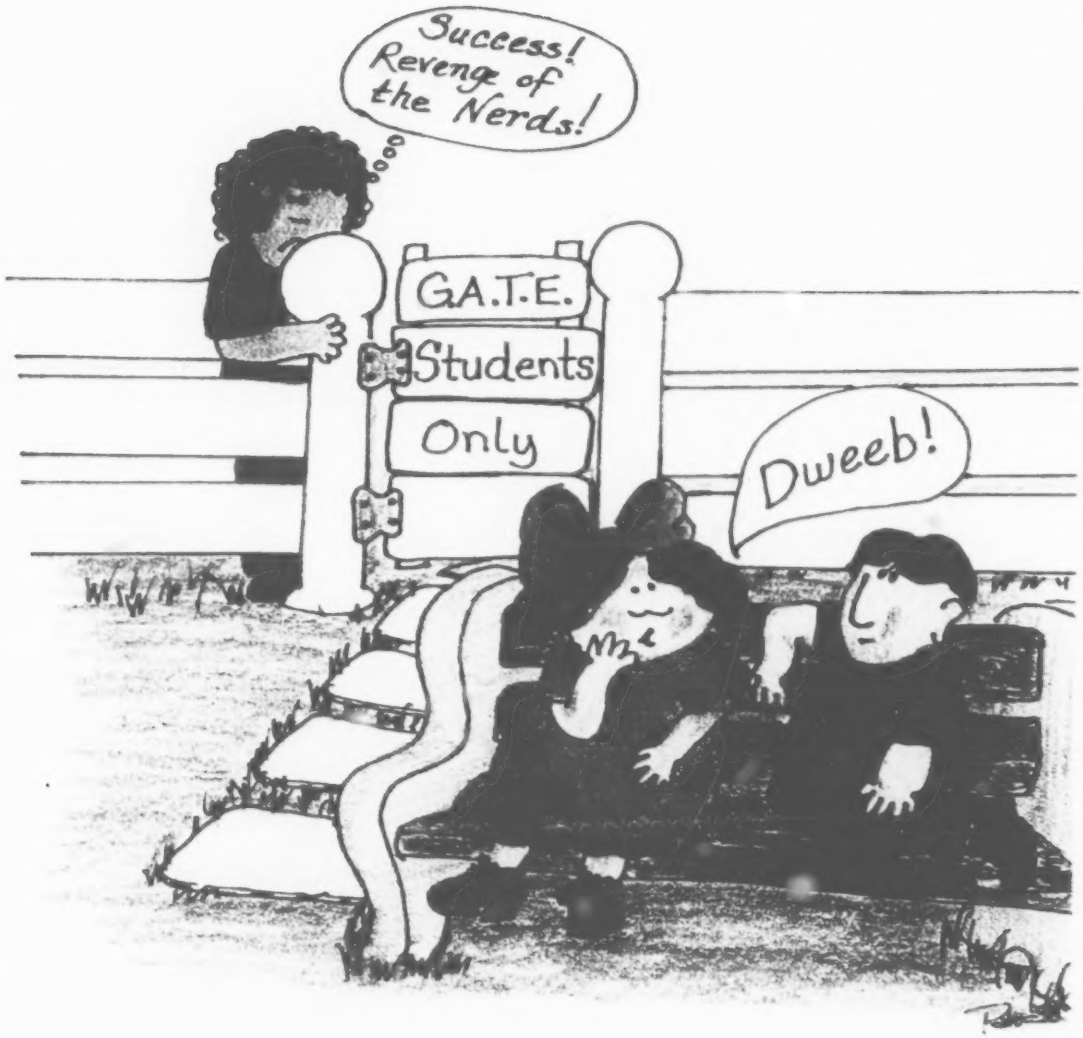

Success! Revenge of the Nerds!
G.A.T.E.
Students
Only
Dweeb!

It is a truism that America's ambivalence toward the intellect makes some students not want to excel for fear of being branded a "Dweeb."

GATE Kids

Emotionally...

Which Side of the FENCE are They On?

Nancy Sherwood

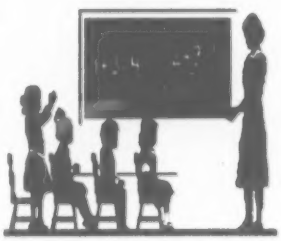
Michelle Parsons

Carlos Franco

Erich Myers

The state of California defines them as:

...”a pupil enrolled in public elementary or secondary school of this state who is identified as possessing demonstrated or potential abilities that give evidence of high performance capability...



“ The brighter you are...the more you have to learn.”

D. Harrold

...which shall be defined by each school district in its GATE application.”

Each district shall use one or more or the following categories in defining the performance capability:

* Intellectual (IQ)
* Creativity
* Specific academic (e.g., a math whiz)
* Leadership ability
* High achievement
* Performing and visual arts talent

THE GATE KEEPERS

A growing field of evidence indicates the affective needs of gifted and talented students are being widely neglected. Surveys of various psychological organizations and training institutes reveal that counselors and psychologists receive little or no training on the emotional development of the gifted, nor do they perceive the need for such training (Van Tassle-Baske, 1990). Yet, the role filled by teachers of the gifted requires they be well informed about their psychosocial needs so they can serve as ombudspersons, represent the students' interests, promote programs, and talk with parents and administrators about their special needs.

" A little neglect...may breed great mischief."

Benjamin Franklin

The "true" gate-keepers in providing counseling for the gifted should extend it to their parents and guardians. The nature and extent of this parent/child counseling relationship which evolves (or fails to evolve) is likely to have a powerful impact on the child's emotional and personal-social development. Factors which may enhance or hinder it include the parent's understanding of behavioral traits associated with giftedness:

* *high energy* * *intense curiosity* * *need to question authority*

* *heightened sensitivity in interpersonal relationships* * *less need for sleep*

GIFTED CHILDREN: ATTRIBUTES & PROBLEMS

ATTRIBUTES	PROBLEMS
T hinks logically, reasons, generalizes.	▸ Not accepting of illogical. Challenges teachers.
E asily grasps large concepts and systems.	▸ May not attend to details. Makes up own systems.
A sks, "Why?" Curious, inquisitive.	▸ Expects too much of teachers. May be irritating.
C reative and inventive.	▸ Nonconforming, different, even weird.
H igh sense of right and wrong.	▸ Confused with social norms and behavior.
E ager and alert. High energy level.	▸ "Hyper..." Frustrated with inactivity. Impatient.
R apid learner.	▸ Impatient with slow-paced instruction.
S ees trends, cause and effect relationships.	▸ May learn to control and manipulate others.

P ower of concentration.	▸ Intolerant of interruptions, schedules. Stubborn!
E mphasizes truth, equity, and fair play.	▸ Worries about humanitarian concerns.
T echnical and independent; prefers individualized work; reliant input; nonconformity.	▸ May reject parent or peer on self.

It is an irony that the very behaviors which point to superior potential can be the cause of so much grief ; parents find it difficult to locate professionals (e.g. pediatricians, counselors, educators) who are familiar with the unique characteristics and needs of a gifted child and who can offer counsel.

PICKET FENCES

Misconceptions about Gate students

♦They do not know they are different unless someone tells them.

♦They will make it on their own, without any special help.

♦They have everything going for them.

♦They are all white, Anglo-Saxon and come from wealthy families.

♦They should be equally mature academically, physically, socially, and emotionally.

♦They have high self-esteem and are self-motivated.

♦Their lives are PERFECT.

♦They are scrawny, spectacled weaklings.

Okay,
I'll help you with your homework later, after soccer practice.

A Teacher's Testimony

Ms. Lua is an art teacher and director of the GATE program at Franklin High School - Stockton, California. In an interview with Carlos Franco, Ms. Lua discussed an unfortunate incident concerning a former GATE student:

...Her parents were on vacation, so she decided to have a party. As friends arrived, she elected to take her parent's car for a spin. In doing so, she wrecked and totaled their vehicle. The student grew so depressed, she became suicidal and tried to take her life by overdosing on pills. Fortunately, she was unsuccessful.

You may be thinking, "This happened to a GATE student? She actually had a party and took her parent's car without their permission?" The shocking misconception here: GATE kids are *PERFECT*!

Ms. Lua believes the behavior displayed by this student is common. For example, GATE students are typically very knowledgeable and responsible concerning *classroom* behavior. When it comes to *every day life* (outside of their academic world), she feels they do not have the "street smarts" to survive.

" Learning can cost a lot...

...but not learning always costs more."

Nancy Sherwood

* *

To counter the possible problems, parents should make sure programs are responsive to the needs of GATE students, curriculum is appropriately challenging, and the social-emotional environment supports healthy growth.

Roberta Milgram (1991) has identified three specific needs that must be met:

1) **Cognitive-Academic need**

This requires students' knowledge about themselves and about their academic and career opportunities.

2) **Personal-Social needs**

Gifted students profit from the opportunity to explore their motivations and then establish both short and long-term goals for themselves.

3) **Experiential needs**

These must be met by special out-of-school activities that are task-oriented, domain-specific, real-world experiences which clarify career interests and values.

KEYS TO THE GATE

Ten Tip-Offs to Trouble

Gifted children are people too. They share common emotions, feelings, and experiences as their family and peers. Remember to clue in on these important keys:

1) **Self-imposed isolation** - when your child or student spends all day avoiding every kind of social situation.

2) **Extreme Perfectionism** - only tasks your child or student enjoys are those he can do perfectly; not willing to take risks or try anything new.

3) **Deep concern with personal powerlessness** - convinced he can have no effect on adult situations or world events; negative attitude.

4) **Unusual fascination with violence** - may have trouble distinguishing between reality and fiction.

5) **Eating Disorders** - become obsessed with self-image; sees her world as out of control. Eating is the one thing she CAN control.

6) **Substance Abuse** - finds this as a release and solution from the pressure to be accepted, to excel, to be perfect and to change the world.

7) **Preoccupation with self** - feels physical beauty is answer to all of their problems. Primping takes precedence over everything else

8) **Withdrawal into a fantasy world** - may withdraw into his own make-believe world. Gives a sense of safety, less disapproval from imaginary world.

9) **Rigid, compulsive behavior** - refuse to do anything but study; over-achiever, believe they can do EVERYTHING. Leads to burnout and fatigue.

10) **Preoccupation with death** - NEVER ignore this warning sign: sudden change in behavior,alcohol or drug abuse, suicide threats, preoccupation with death and death related themes and giving away prized possessions.

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" We must overcome the notion that we must be regular...

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http://edweb.csus.edu/main/school/ATS/Amazon.html

The Survival Guide for parents of Gifted Kids
by Sally Yahnke Walker

http://edweb.csus.edu/main/school/ATS/ACEplace.html

Teaching Gifted Kids in the Regular Classroom
by Susan Winebrenner

http://edweb.csus.edu/main/school/ATS/qualed.html

http://www.kidsource.com/kidsource/content2/social- development- gifted.html

... it robs you of the chance to be extraordinary and leads you to do the mediocre."

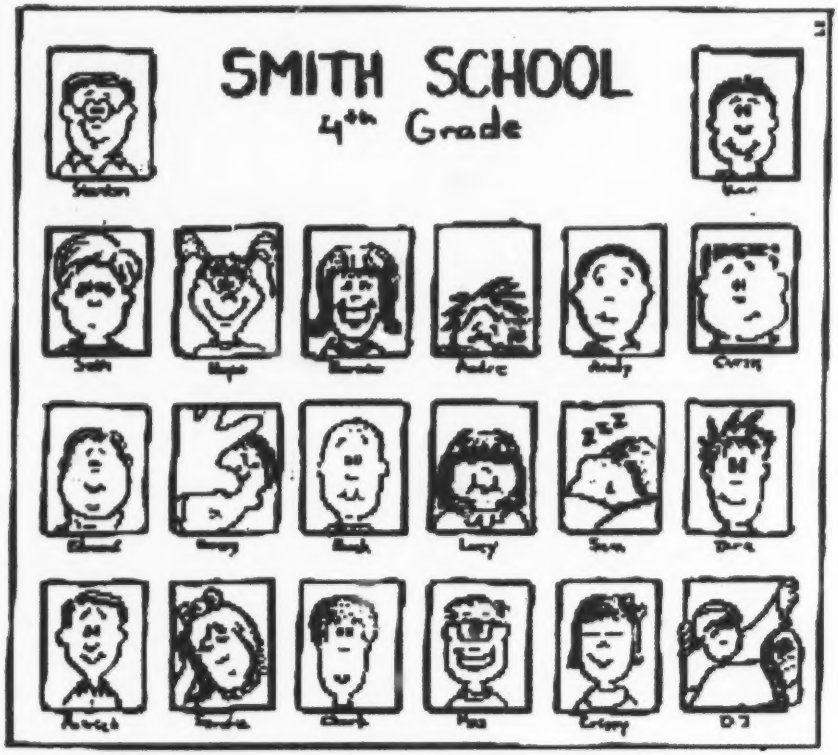
U. Hagen

Communication Apprehension

HOW TO BREAK THE *SILENCE.*

Candra Manthey Samantha Angeline

Pamela Lundell-Real Kim Kelley



Seth began kindergarten with a fear of his new daily routine and surroundings. After a few weeks his feelings of anxiety passed and he made a quiet transition into the daily pattern of the classroom. A nice, quiet boy - never disruptive and certainly not a child to speak out even when asked a question. Each year Seth's teachers praised him for being a nice, quiet student. He did not have many friends. When Seth was in the first few months of fourth grade his teacher noticed he was beginning to blend into the furniture. His body language said, "Don't call on me," or he would give a short whispered "yes", "no", or "I don't know" answer.

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So, here is the question: is Seth simply the non-involved, "nice quiet boy" in class or is he suffering from a psychological problem needing close attention and counseling intervention, known as Communication Apprehension? As his teacher, how would you know? As his teacher, how would you intervene? Please read on!

Communication Apprehension (CA) is a pattern of anxiety which can bring out the avoidance of non-participation in, and subsequent withdrawal from, communication. A person with this disorder anticipates negative feelings and outcomes resulting from communication, and will avoid it whenever possible, or suffer from a variety of anxiety-related feelings when forced to communicate (McCroskey).

CA is often established in the elementary grades. Research reveals that at least 11% of elementary students experience a severe form of it and an additional 20% may experience enough anxiety to warrant some sort of intervention (Holbrook). This poses a significant problem to teachers since two out of every ten (2./10) students face some type of communication anxiety (Blatzer).

Communication Apprehension

Characteristics

- Avoidance of communication.
- Creation of an environment that requires little communication contact with others.
- Prefers to work alone.
- Described by others as "quiet".

Do teacher expectations affect the CA student?

In the classroom the CA student is appreciated for being quiet but is often perceived as less capable, is called on less frequently, and does not receive as much attention from the teacher. Their "shyness" or lack of enthusiasm tends to limit the teacher's attention which further reinforces their own feelings of inadequacy (Holbrook).

"Equal access to the curriculum is the right of every student. As educators, it is our responsibility to open the door of opportunity, and do everything in our power to reach every student in our classroom."

- Samantha Angeline

In a study by McCroskey and Daly, teachers were assessed on how they would rate a child with severe CA against one who did not; results: teachers expected children without a disorder to:

- do better academically
- have positive relationships with other students
- have more effective class participation

In only three areas teacher's expectations were similar for both CA and "normal" children: art, arithmetic, and behavior.

But, as we all know, student motivation is developed through teacher modeling. While positive expectations have a positive impact on the students' achievement the reverse is also true.

"Any strategy tried by the classroom teacher to remedy a child's CA could have a positive effect on his/her future - provided that strategy is applied in an optimistic and supportive manner."

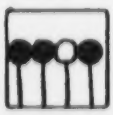
-Candra Manthey-Neff

What Causes CA?

General personality traits such as quietness and shyness frequently precipitate CA. When the ability and desire to participate in discussion are present, but the process of verbalization is inhibited, shyness is occurring but the degree and range of situations in which it occurs varies greatly from one individual to another. CA is more than the stage fright frequently found in speech classes, schools assemblies, and drama productions for it affects a child's creativity, ambition and perseverance thus inhibiting academic success.

"Shyness has been brushed off as an unimportant quality that children outgrow; but according to Professor Philip Zimbardo, founder of the Shyness Institute in Portola Valley, California, It is potentially lethal. Consider the case of criminals such as America's Unibomber."

Consider:

- **Speech skill deficiencies** - can be caused by not having a grasp of the English language and not feeling comfortable in communicating in it; also it can be attributed to having parents that rarely converse with common kindergarten and first grade.
- **Social Introversion**
- **Social Anxiety**- can develop as an ongoing reaction to repeated failure, mistreatment or rejection from adults and peers.
- **Low self-esteem**
- **Ethnic /cultural differences in communication norms**
- **Changing schools or classes**
- **Negative cognitive Appraisal Model** - a quiet child is criticized for his/her early language performance and will avoid negative reaction by keeping quiet. The child is highly reluctant to engage in interpersonal interactions, showing the connection between "quietness" and "low self-esteem." 

What are the consequences of CA?

The consequences of CA can be emotional, educational and social. They can affect a child's ability to make friends, follow-through with career aspirations and even prevent them from attaining a college education. CA is not related to intelligence but is associated with:

- low standardized test scores
- lower GPAs
- negative attitudes toward school

High school seniors with high CA are less likely to attend college than low CA students but when they do they are:

- more likely to drop out in the first two years (Blatzer)
- less likely to be involved in campus activities
- less likely to communicate with peers, advisors, or professors who could offer social comfort and academic assistance.

It was once thought that a basic speech class in college would diminish CA. However, this method may hurt, rather than help, high CA students because many of them withdraw from speech class before any improvement can be seen, and may ultimately drop out of school rather than complete the course (Blatzer).

"It is imperative that we, as educators, make every effort possible to reach and help students with CA, wether high or low. It will dictate their success in the job market. Tomorrow's future depends on good communicators."

-Pan Lundell-Real

What are the remedies? Suggested Strategies:

Teachers may be able to help CA students considerably by using strategies which are easy to implement in the classroom and well-matched to their role as guides and facilitators. These strategies provide sel-concept support encouragement, opportunities to develop confidence and comfort in the classroom, and closer teacher monitoring (Brophy).

is the key! Students can be taught and helped through their verbal apprehensiveness if the teacher examines all strategies to find one that will work."

-Kim Kelley

Teachers must realize the power they have to humiliate or heal through their modeling, and their verbal and nonverbal communication of expectations. Positive attitudes toward themselves as communicators must be developed and students need to approach communicating without fear and apprehension, in order to experience successful speaking situations.

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"Shyness" is a problem among certain people and in differing age groups. It can be controlled and the *silence* can be broken. A feeling of self-worth lays the foundation for future success and happiness. Communication Apprehension affects a person's creativity, ambitions, perseverance, resilience and academic success. **Breaking the Silence** can provide the individual an ability to form and maintain healthy, satisfying relationships and becoming effective, collaborative and prosperous citizens.

One study revealed that parents spend only six to eight minutes a day talking to their children; the electronic revolution, dominated by faxes and e-mails, is turning the problem of shyness into an epidemic.

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COMMUNICATION APPREHENSION REMEDY

SUGGESTED STRATEGIES

- ✓ It is important to have a routine or structure everyone understands.
- ✓ Create a relaxed, easy-going climate in the classroom.
- ✓ Make students a part of classroom decisions.
- ✓ Give CA student(s) in the room jobs that prompt self-worth, ye do not involve social interaction unless they initiate it. Example: a) Student is in charge of passing out papers; b) student keeps an important area in the classroom clear c). Feeds pets in the room; d) collects homework
- ✓ Help students get to know one another through games, chants, or songs. You may also use puppets or other inanimate objects like dolls, and teddy bears. Allow the student to ask questions with the puppets. Use drama or role playing as an alternative to oral presentation.
- ✓ Allow students to sit next to and work with those with whom they feel most comfortable. Small groups make situations less intimidating.
- ✓ Have students speak from their seats rather than come up to the front of the classroom.
- ✓ Use breathing and relaxation exercises to help reduce anxiety (Blatzer)
- ✓ Contract communication behavior with the student for something they see as meaningful. Give positive praise when appropriate. Be careful not to embarrass them in front of the class.
- ✓ Display their good artwork or assignments for others in the class to see.
- ✓ Make use of biblio-therapy materials such as "The Shy Little Girl," story by P. Krasilovsky about a sad and shy girl who becomes more outgoing. (Brophy)
- ✓ Focus on the student's self-image. Supply students with plenty of opportunities to engage in non-social activities in which to experience success that gradually develops a solid sense of control. Once the non-social areas have shown success, the student can then approach the interpersonal realm with greater comfort and confidence.
- ✓ Most importantly, make time to check in with these students each day even if it's just for a few minutes. Listen carefully and respond specifically to what they tell you. Initiate the conversation if necessary.

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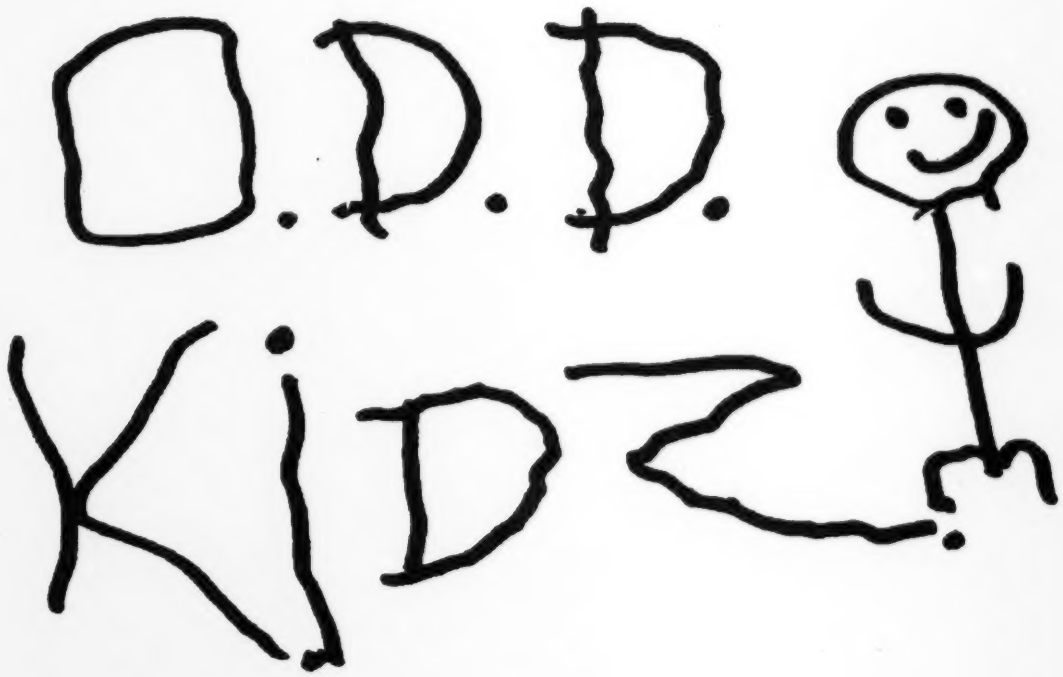

Do you have one in your classroom?

Cathy Frasier

Sarah Gabbard

Christopher Haynie

Trina M. Ledesma

Said the philosopher to a street sweeper

"I pity you. Yours is a hard and dirty task."

And the street sweeper said,

"Thank You, Sir. But tell me what is your task?"

And the philosopher answered saying,

"I study man's mind, his deeds and his desires."

Then the street sweeper went on with his

sweeping and said with a smile,

"I pity you too."

-K. Gibran

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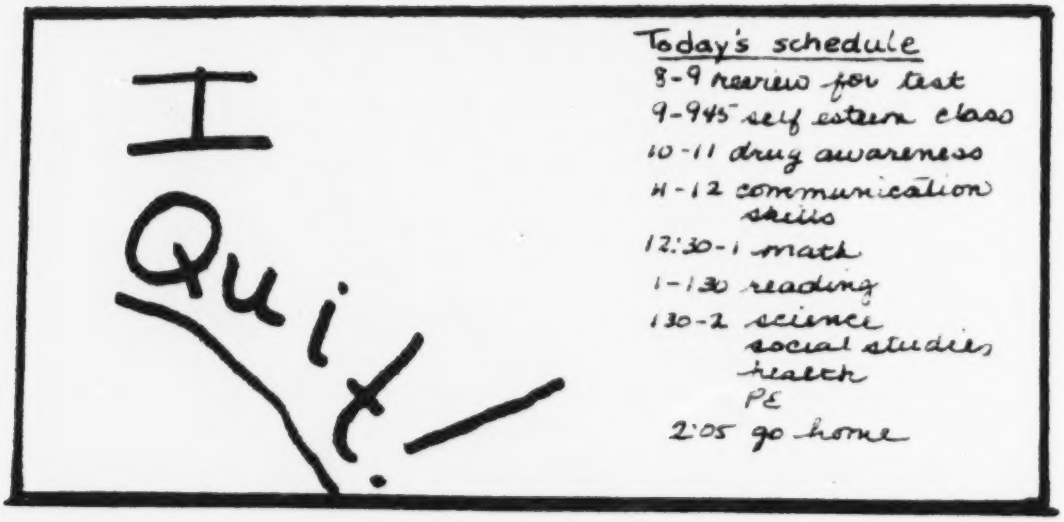

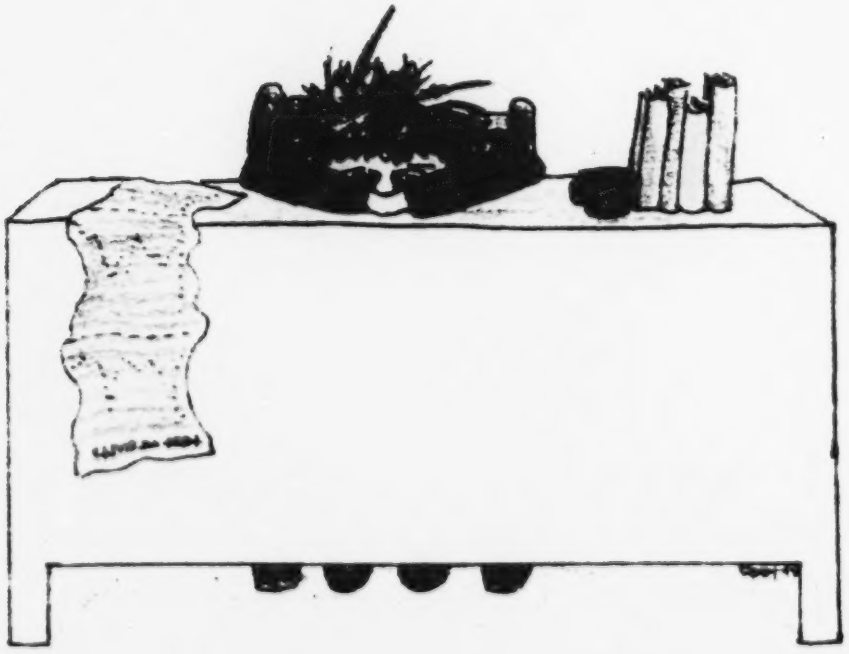

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